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ABSTRACT

This survey of 79 elementary schools, 33 junior high schools, and high schools in 14 districts, conducted during the spring of 1967, concerning language programs, teaching personnel, and materials and equipment provides classification of information in tabular format. Using the "Public School Directory 1965-1966" as a guide, only school districts with a student population of more than 5,000 were queried. Sections discuss languages offered, schedule of classes, program articulation, textbooks, teaching personnel, and comments and recommendations. An appendix is included. (RL)

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FROM TEXAS A&I UNIVERSITY
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INTRODUCTION

Since Congress passed the National Defense Education Act in 1958, there has been a renewed interest in the public school foreign language program and many significant developments have been made in the field of foreign language teaching. The matter of how the public schools in South Texas are progressing in light of this national concern has become one of great interest to two departments at Texas A&I University: the Department of Education and the Department of Modern Languages.

A study was, therefore, planned and undertaken by members of both departments reflecting the situation as of the Spring of 1967. A research grant awarded by Texas A&I provided the necessary funds for the project.

Purpose of Study

The purpose of this study was to determine the present status of the foreign language program in representative large school districts in South Texas and to make recommendations for the improvement of this area of the curriculum. Three main topics were covered: (a) the program, (b) teaching personnel, and (c) materials and equipment. Within each topic the following questions were asked:

Program. What foreign languages are offered in the public

schools of South Texas? In what schools are these languages offered? How were these languages selected for inclusion in the program? How are languages scheduled during the school day? How large are foreign language classes? What are the prerequisites for enrollment in language courses? Is there careful articulation from grade to grade and from school to school in the foreign language program? What teaching methods are used? What textbooks are used? How well are foreign language students from South Texas achieving?

Teaching Personnel. What has been the academic training of foreign language teachers? What other educational experiences do they have in connection with foreign language training? How proficient are these teachers in the foreign language they teach?

Materials and Equipment. Are films and other audio-visual materials available? Are they used properly? Are language laboratories available? Are they used properly? Were teachers trained in their use?

A complete set of questions used in the study is included in the Appendix.

Procedures for Study

Each foreign language program: elementary, junior high and senior high was studied individually. The survey was employed as the method for gathering data. Personal interviews and observation of classroom practices were used

as the most appropriate tools for this survey. It was felt that written and mailed questionnaires would not be as helpful as actually visiting each school district, observing conditions, and achieving a face-to-face relationship. Data were gathered primarily from teachers, principals, and foreign language coordinators. Data concerning the teaching personnel were acquired from personnel offices or from principals.

A sincere attempt was made to visit all schools offering foreign languages, but due to lack of time and the necessity for teachers to make special arrangements for the interviews this was not always possible. Out of a total of seventy-nine elementary schools offering a foreign language only fourteen were personally visited. Out of thirty-three junior high schools offering a foreign language, twenty-four were visited. All senior high schools with the exception of four were personally contacted. It was felt that the schools visited were representative of the school systems included in the study.

Selection of School Districts

Selection of the school districts was based largely on the area of South Texas most closely associated with Texas A&I University. To meet this requirement an area of one hundred and twenty air miles from Kingsville was selected (somewhat arbitrarily) as the region that would be included in the study. This would encompass the whole Rio Grande

Valley area and all areas within reasonably commuting distance from the University. The territory covered was the southern tip of Texas with a semicircular line roughly covering from just above Laredo to just below San Antonio to north of Victoria.

Rather than take a sampling of all school districts, this project proposed to study all public school districts in the above stated area with a scholastic population of over five thousand students. The source for deciding which districts met this enrollment minimum was the Public School Directory, 1965-66, published by the Texas Education Agency.

Using the two criteria previously established (area within one hundred and twenty air miles from Kingsville, and scholastic population of five thousand) it was found that fourteen school districts qualified for this study. These districts were: (1) Brownsville Independent School District, (2) Corpus Christi Independent School District, (3) Laredo Independent School District, (4) Harlingen Independent School District, (5) McAllen Independent School District, (6) Victoria Independent School District, (7) Alice Independent School District, (8) Calhoun County (Port Lavaca) Independent School District, (9) Edinburg Independent School District, (10) Kingsville Independent School District, (11) Pharr-San Juan-Alamo Independent School District, (12) Robstown Independent School District, (13) San Benito Independent School District, and (14) Weslaco Independent School District.

Languages Offered

The predominance of Spanish as a part of the curriculum at the elementary, junior high, and senior high levels appears to be a distinctive feature of South Texas public schools. Boards of education have consistently included Spanish as the only language offered at the elementary and junior high levels whenever a foreign language was offered at all.

General ethnic and geographic considerations account for the popularity of Spanish. The geographic location of South Texas and its ethnic composition provide a unique opportunity for its people to represent an important potential pool of literate bilinguals. According to the U.S. Bureau of the Census there were 1,417,810 citizens of Texas with Spanish surnames. This figure represents (as of 1960) 14.8 per cent of the total population. Persons with Anglo-Saxon surnames represent 72.6 per cent, while non-whites account for 12.6 per cent.

It is important to note here that these figures for the whole state do not give an accurate ethnic composition of the school districts visited. Although a study of this type was considered outside the scope of this survey, it was observed that a majority of the school population in several districts was distinctly formed by students with Spanish surnames.

An ethnic composition of this type clearly explains

the particular interest for Spanish expressed by all communities visited. The culture of this region also provides many excellent community resources. Since Spanish is spoken by a significant number of people in these communities, it can be expected that opportunities arise daily to practice newly acquired language skills in a variety of situations.

Another reason for the inclusion of Spanish in the curriculum was found to be the availability of teachers. Since the chief stated purpose of language instruction at the elementary levels is the acquisition of audio-oral skills, the availability of teachers with effective, functional speaking ability is of prime consideration in the selection of a language to be taught.

Several administrators gave another reason for the predominance of Spanish in South Texas: the relative facility for program continuity. It was generally felt that upon completion of a foreign language study in the elementary school, those students who desired to continue their language study should be able to do so at the junior high and senior high levels. Teacher availability, community interest, classroom space, and limited funds could guarantee program continuity throughout the grades in one language only.

Elementary School

Of the fourteen school districts visited, eight offered Spanish in the elementary schools. No other language is taught in South Texas at the elementary school level for

TABLE 1

FOREIGN LANGUAGE OFFERINGS IN ELEMENTARY SCHOOLS
BY GRADE, SCHOOLS, AND WEEKLY TIME ALLOTMENTS

Dist.	Lan-Guage	Grades Taught	Total Elem. Schools	Total Elem. Schools Off. Spn.	Time Allotment Per Week		Weekly Total
					Mins.	Sessions	
A	Spn	5-6	13	2	40	2	80
B	Spn	3	7	4	20	5	100
		4			40	2	80
		5			40	2	80
C	Spn	3-6	10	4	15	2	30
D	Spn	3-6	14	8			
E	Spn	3-6	35	35		Too Varied	90
F	Spn	3-6	7	3	15	5	75
G	Spn	1-3	16	16	15	5	75
		4-6			20	5	100
H	Spn	3-6	7	7	15	5	75
	Total		109	79			

the systems included in the study. Six districts offer no foreign language at all in the elementary schools. In the eight districts that offer Spanish there are a total of 109 elementary schools. In only seventy-nine of these schools is Spanish taught. Some districts (3) offer Spanish in all of their elementary schools. One district offers Spanish in only two out of thirteen elementary schools. One district offers Spanish in four out of seven schools. One district offers Spanish in eight out of fourteen schools. One district offers Spanish in four out of ten schools. One district offers Spanish in three out of seven schools.

Special interviews were held with administrators and teachers of the six school districts which did not offer foreign languages at the elementary school level. It was found that one or a combination of the following factors influenced the district's decision not to offer a foreign language: (1) lack of funds, (2) lack of classroom space, (3) doubt as to the benefit to the district of such a program. While some districts seemed willing to establish a FLES (Foreign Language in Elementary School) program if more funds or classroom space were available, others which have had such a program have discontinued it on the basis of poor results measured in terms of student and community attitude. In general, administrators of these districts seem to be convinced that the funds and effort required for such a program can be spent more meaningfully in other areas of the curriculum.

This opinion is not generally held by junior or senior high foreign language teachers in the same districts.

It has previously been noted that of the eight districts that offer Spanish in the elementary schools, some offer Spanish in all of their schools while others select the schools in which Spanish is to be offered. The question, then, arises: why is Spanish taught in some schools and not in others? The first factor found to be of importance in this matter is the geographical location of the particular school. Those schools which are located in predominantly "Anglo" neighborhoods consistently offer Spanish. Other important factors in this respect are community interest, teacher availability, and the interest of a particular administrator, generally a principal.

Districts vary as to the number of levels offered in Spanish. Five of the eight districts offer Spanish in the third, fourth, fifth, and sixth grades. This is the most common arrangement. One district offers Spanish in the third, fourth, and fifth grades. One district offers Spanish in grades first to sixth. One district has offerings only in the fifth and sixth grades.

Junior High School

The concept of junior high school is understood in this study as comprehending only the seventh and eight grades. This is a common conception in the state of Texas, and throughout the United States. Neither the ninth nor the sixth grade

TABLE 2

FOREIGN LANGUAGE OFFERINGS IN JUNIOR HIGH SCHOOLS
BY GRADE, SCHOOLS, AND WEEKLY TIME ALLOTMENT

Dist.	Lang.	Grades	Grades F.L. Taught	Time Allotment			Total Jr. Hi. Schools	Total Schools Offering F.L.
				Mins.	Sess.	Total		
A	Spn	7-8-9*	7-8-9	55	5	275	2*	2
B	Spn	6-7-8	7-8	50	5	250	1	1
C	Spn	7-8	7-8	55	5	275	2	2
D	Spn	7-8	7-8	55	5	275	2	2
E	Spn	7-8	7-8	55	5	275	11	10
F	Spn	7-8-9	8**-9	55	5	275	2	2
G	Spn	7-8-9	7**-8**-9	55	5	275	3	3
H	Spn	7-8-9	9	55	5	275	2	2
I	Spn	7-8	8	55	5	275	2	1
J	Spn	7-8	7-8	50	5	250	1	1
K	Spn	7-8	7-8	55	5	275	4	4
L	Spn	7-8	7-8	55	5	275	3	3
Total							35	33

*Half-day sessions
**One semester

(although in some cases located in the junior high building) is considered as forming part of the junior high program in this study.

It was found that in the fourteen districts visited, nine junior high school programs consisted only of seventh and eighth grades. Four districts, however, held ninth grade classes in the junior high school building, and another district held sixth grade classes in at least one junior high building. The arrangement, however, of placing more than two grades in the junior high building appeared to be based more on classroom space availability and convenience than on an attempt to extend the junior high program to the sixth or the ninth grades. Consequently in reporting junior high offerings, only seventh and eighth grades will be considered.

Of the fourteen districts visited, eleven were found to offer Spanish in the junior high level. No other language is taught in South Texas at the junior high level in the districts included in this study. Three school districts offer no foreign language at all in either seventh or eighth grades. In the eleven districts that offer Spanish there are a total of thirty-three junior high schools. Spanish is taught in thirty-one of these. Nine districts offer Spanish in both seventh and eighth grades. Two districts offer it only in eighth grade.

Interviews with administrators and teachers of the

three school districts which did not offer any foreign language in the junior high school program showed the same combination of factors that were present in those districts which did not offer foreign languages either in the elementary schools. Lack of funds, lack of classroom space, and doubt as to the benefit to the district of such a program were considered definite factors. One district felt that since the ninth grade was in the same building with the others, students could wait until that grade for the first level of Spanish. Administrators of another district would gladly establish a junior high foreign language program if the demands from other areas of the curriculum were not so heavy.

Senior High School

The concept of senior high school is understood in this study as comprehending ninth, tenth, eleventh, and twelfth grades. Those ninth grade classes, even though taught in junior high school buildings, are considered a part of the senior high school foreign language program.

All fourteen districts visited offered foreign languages in the senior high schools. One district offered five different languages. Seven districts offered three languages Five districts offered two languages. One district offered only one language. All fourteen high schools offered Spanish. Twelve districts offered French, while nine districts offered Latin. Only one district offered German, and Russian was

TABLE 3

FOREIGN LANGUAGE OFFERINGS IN
SENIOR HIGH SCHOOLS

Dist.	Grades	Languages Offered. Number of Years					Number of F.L. Offered
		Spanish	French	Latin	German	Russian	
A	10-12	3	2	0	0	0	2
B	9-12	3	2	2	0	0	3
C	9-12	4	4	3	0	0	3
D	10-12	3*	0	3	0	0	2
E	9-12	4	3	2	3	2	5
F	10-12	3	2	0	0	0	2
G	10-12	4	2	2	0	0	3
H	10-12	3*	2	0	0	0	2
I	10-12	4**	3	3	0	0	3
J	9-12	4	2	0	0	0	2
K	9-12	3	0	0	0	0	1
L	10-12	4**	2	3	0	0	3
M	9-12	3	2	2	0	0	3
N	9-12	4	3	3	0	0	3

*Levels I-II-III
**Level I is offered in Grade 9 located in Junior High Building.

also taught in only one district.

In Spanish six districts offered four levels of the language. Eight districts offered three levels. No district offered less than three levels.

One district offered four levels of French. Three districts offered three levels. Eight districts offered two levels.

No district offered four levels in Latin. Five districts offered three levels, whereas four districts offered two levels.

In German the only district that teaches the language offered three levels. In Russian the only district that teaches the language offered two levels.

Schedules of Classes

There is a great variety in the amount of time allotted to foreign language instruction and the way in which the time is scheduled. This variety is quite noticeable in the elementary school, and much less so in the junior high program. There is little variety in schedules in the senior high level.

Elementary School

This study indicated that the time may vary in the elementary schools from thirty to one hundred minutes per week with classes being held from two to five times per week. The number of minutes per session varies from fifteen to forty

minutes. The following combinations of time allotment were usually found in foreign language schedules: (1) five sessions a week, fifteen minutes per session; (2) five sessions a week, twenty minutes per session; (3) two sessions a week, forty minutes per session.

It was found also that some districts increased the amount of time dedicated to foreign languages as the child advanced in grade. All school districts schedule special periods for foreign language teaching rather than providing instruction within the language arts, social studies, music or lunch period. No regular elementary subject in the curriculum is eliminated in order to include a foreign language.

As far as scheduling is concerned, there is no one type of elementary foreign language program in South Texas. As has been shown, there are definite periods set aside for the sole purpose of foreign language instruction. It was also observed that a wide variation of exposure to Spanish exists, ranging from minimal incidental foreign language instruction and exposure as an integral part of the social living of the classroom to new experimental bilingual programs.

Junior High School

It was observed that an acute problem with regard to scheduling in foreign languages at the junior high level is the conflict with other subjects. Since a foreign language

is an elective course, students must often decide among foreign language, band, or sports. A general dissatisfaction was observed among foreign language coordinators and teachers. Some districts offer a foreign language for one semester and physical education for one semester. One district does not allow students to enroll for foreign languages if they are in band. The majority of the observed districts let students choose in accordance with their preference.

The pattern of scheduling in the junior high school is much more uniform and traditional than in the elementary school. The time varied from 250 to 275 minutes per week. Classes in all districts were held five times a week. The number of minutes per session varies from fifty to fifty-five minutes.

Out of eleven districts that offer Spanish at the junior high level, nine offer two semesters in both seventh and eighth grades. One district offers one semester in seventh grade, and one semester in eighth grade. One district offers one semester in seventh grade, and two semesters in eighth grade.

Senior High School

The pattern of scheduling in senior high school is quite uniform. The time varies from 250 to 275 minutes a week with classes in all districts being held five times a week. The number of minutes per session varies from fifty to

fifty-five minutes.

Class Size

According to a significant number of foreign language teachers in all school districts visited, class size is a serious problem. A foreign language class can be considered to be of excessive size when it has over twenty-five students, according to some experts. Thirty students is considered by many as the extreme limit possible beyond which the law of diminishing returns becomes operable.

Some teachers gave large foreign language classes as one of the reasons for not utilizing modern techniques of foreign language instruction. Faced with large classes, some teachers have resorted to the formal textbook approach. Others, bound by district policy to use an audio-orally oriented textbook, were forced to emphasize class or group response to dialogue and drills with very little participation of a student by himself.

The problem was observed to be more acute at the elementary school level. Most elementary classes in foreign languages were self-contained rooms with an average enrollment of somewhat above thirty students. Since the most popular time allotment was from fifteen to twenty minutes per session, very little beyond the level of group response could be accomplished. Under these circumstances mistakes in pronunciation could possibly go undetected, and each exercise

can become a source for stamping incorrect responses.

The situation at the junior high level was observed to be not too different. One district reported average classes of less than twenty students. Eight districts reported average classes of from twenty-five to thirty students. Two districts reported classes of more than thirty students.

In senior high school the average class size reported and observed was from twenty-five to thirty students. Two districts reported classes larger than thirty.

Effective employment of modern methods of foreign language teaching requires reduction of classes to manageable size. In all observed districts no classes of forty or above were found. The majority of classes, however, had around thirty students. This figure is considered too high for optimum instruction. No other solution to this problem is available except to increase the number of foreign language teachers employed in the public school system.

Requirements for Enrollment

There generally appeared to be some controversy among teachers and administrators visited concerning selection criteria for enrollment in foreign language classes. The general question seemed to be, "Should academic standards be set as a condition to enrollment in foreign languages or should foreign languages be open to all interested students?"

At the elementary school level four specific trends were observed in the district's policy on requirement for enrollment in Spanish. The first policy requires that all students take Spanish. The second policy makes Spanish available to all students who wish to take it. The third policy admits to the study of Spanish only those students who are in top classes or who have reached a superior level in reading. A fourth policy allows in the Spanish program only non-native speakers if they happen to attend a school that offers Spanish.

At the junior high level Spanish is an elective. Ten districts make Spanish available to all students who wish to take it. Two districts require good grades in reading and English. In one district Spanish may be taken by all students except by those who are enrolled in band.

The requirements for enrollment at the senior high school level are almost uniform. Foreign languages are elective in all but one district where at least two years of Spanish is required from all students. In all districts foreign languages may be taken by all students.

Three school districts visited required a "C" or better in the first year of the language for enrollment in the second year. The teacher's recommendation is also considered. No special prerequisite was observed for the third year of the language. It was assumed that this was not necessary since only successful students in the first two years would sign up

for a third year. Students from feeder schools are placed in language classes without regard to the grades they have received from their instructors at the feeder schools. No class separation was observed based on levels of achievement.

Articulation

To be truly functional, a foreign language should be taught beginning at the elementary school level, continuing through junior high school and the senior high level. The aims and objectives of the program should be the same at all levels: the gradual acquisition of a new habit of understanding, speaking, reading, and writing. The aims of a functional foreign language program cannot be accomplished without a well articulated curriculum.

Elementary School

There seems to be, at the elementary school level, articulation of aims and methods in the teaching of Spanish in all districts visited. Emphasis is placed on basic structural patterns of the language within a limited vocabulary range. No evidence was found of teaching practices according to the grammar method. Teachers involved in the program were ready to accept the tenet that language is primarily spoken communication. Classrooms visited showed ample evidence that such insight was the guiding factor in methodology.

It was generally observed in all districts except

one that the elementary language personnel must "fit" the foreign language program into the school curriculum in the way found most feasible. As a result the continuity of the program was observed to suffer at times. In some instances children are grouped on the basis of their reading scores with the inclusion of several children who did not have previous language instruction. The effect of being all together in one class is detrimental to pupil achievement in foreign languages. It was also observed that when a classroom teacher who is capable of teaching the foreign language is assigned a class that needs much remedial work, students who have not been exposed to the foreign language the year before might become bored with the class.

Very little articulation was observed between the elementary and the junior high programs. A study of elementary texts, curriculum guides, and interviews with elementary teachers seem to point out to the conclusion that the study of the foreign language program at the elementary school is thought of and conducted as a totally separate program from the junior high program.

Junior High School

The general articulation of aims and methods observed in the elementary level becomes diffused in junior high. While three districts reported a fundamental-skills teaching philosophy, seven reported that both the fundamental-skills approach and the grammar method were being used. Two districts

adhere to the grammar method. One district reported using the fundamental-skills approach for non-natives, and a grammar approach for native speakers.

No significant articulation was found to exist between the junior high and the elementary programs. In relationship, however, with the senior high school program the following trends were observed: (1) in nine districts the training acquired in junior high does not help students enter into a higher level in high school, (2) in one district where the ninth grade is located in the same building with seventh and eighth grades, students may take Spanish Level II in the 10th grade if the first level was taken in the ninth grade, (3) in another district, if a student takes two years of a foreign language in junior high, he would be placed in Level I (traditional) in high school, (4) another district reports that proficiency tests are given in junior high for non-native speakers. Those who pass are placed in Level II in high school. Native speakers go automatically to Level II. (5) Another district uses counselors to decide placement for foreign language students. They usually evaluate the student's performance at the end of the eighth grade and decide if the student should go to a second level.

Senior High School

The same seemingly lack of articulation of aims and methods observed in the junior high program becomes apparent in high school. While three districts reported a fundamental-

skills approach, nine declared that both this approach and the grammar method were used. Five districts reported using fundamental-skills for non-native and a grammar approach for native speakers. On three occasions it was observed that although administrators and/or teachers reported a fundamental-skills approach, class visitation indicated that the grammar approach was used.

Textbooks

It is apparent that there are a great number of different textbooks being used at present in the foreign language program of representative large school districts in South Texas. Ultimately they can be reduced to (1) textbooks exhibiting the fundamental-skills method, and (2) textbooks exhibiting the more traditional, grammar approach method.

Elementary School

It has already been noted that Spanish is the only language offered at the elementary school level in the fourteen school districts visited. Four of the eight districts actually offering a foreign language in the elementary school use as textbooks Rivera's series. Three districts use the Webster series Let's Speak Spanish. One district uses the elementary Spanish series by Ginn and Co.

Junior High School

Spanish is also the only language offered at the

TABLE 4

TEXTBOOKS USED AT SENIOR HIGH SCHOOL LEVEL

Levels	Description	No. of Dists.
	SPANISH	
I-II	Pittaro. Primer Curso. Segundo Curso.	9
	ALM.	3
	Ginsburg. Primera Vista.	1
	Holt Series.	2
III	Cioffari. Spanish Review Grammar.	1
	Keessee. Leer, Hablar y Escribir.	7
	ALM. Level Three.	2
	De los Rios. Cumbres de la Civilización Española.	3
	Novels.	1
IV	Del Rio. Del Solar Hispánico.	3
	Florit. Retratos de Hispanoamérica.	2
	ALM. Level Four	1
	Lado. Galería Hispánica.	2
	FRENCH	
I-II	Holt Series	4
	ALM.	3
	Evans. Learning French.	3
	McGraw-Hill.	1
	Encyclopedia Britannica French Series.	1
III	Holt Series.	2
	ALM.	2
IV	Holt Series. Novels.	1
	LATIN	
I-II	Ullman. Latin for Americans.	6
	Jenney. First Year Latin. Second Year Latin.	3
III	Ullman. Latin for Americans.	3
	Jenney. Third Year Latin.	2
	GERMAN	
I-II	Holt Series.	1
III	Holt Series.	1

junior high level. Pittaro's Primer Curso and Segundo Curso, Ginsburg's Primera Vista, and Heath's Spanish for Secondary Schools are the most widely adopted texts in junior high school. One school district uses McGraw-Hill's Learning Spanish the Modern Way. Harcourt Brace's ALM has been adopted by one district. Holt's Entender y Hablar is used by two districts.

It was observed that some districts adopted two sets of textbooks: one for the native speakers, and another for non-native students. Teachers involved in the foreign language program generally agreed that this procedure was a logical and workable one.

Senior High School

There is a great variety of textbooks used in senior high schools teaching modern languages. Some districts adopt two sets of textbooks at the elementary levels of language training. The complete survey is shown in Table 4.

Teaching Methods

It was generally noticed that teachers in the school districts visited appeared to be caught between two teaching methods: the traditional, formal approach which emphasizes rules, vocabulary lists, and translation, and the fundamental-skills orientation with the concepts of structures, inductive grammar, drills, and overlearning. The great majority of school districts object of this study still hold, at least in

practice, a traditional approach to language teaching. Textbooks adopted reflect this trend in most instances. It must be noted that on repeated occasions a supposedly "Audio-lingual" text such as the Holt series was used in a traditional, grammatical fashion. A significant number of teachers at the junior high and senior high school levels are using a combination of both methods in their classes. No attempt at integration is made. It was observed that in one classroom session both approaches were simply used one after the other.

A minority of teachers at the junior and senior high school levels are making a sincere attempt at using the fundamental-skills method, but find many factors hindering them. These factors are somewhat large classes, mixture of native and non-native speakers in the classroom, and district adoption of traditional texts.

It became apparent through observation that although a teacher does teach in a more traditional fashion, he is gradually trying to incorporate into his teaching newer instructional approaches. Perhaps his approach would be called a "modified tradition." Its main characteristic is perhaps to emphasize the audio-oral aspects of the language within a formal grammatical structure.

It was generally observed that almost all teachers at the junior and senior high levels preferred a traditional approach in dealing with native speakers. In almost all instances observed native speakers are taught with a traditional

textbook and in a definite traditional manner.

Least adherence to the grammar method was found at the elementary school level where emphasis was placed on basic structural patterns of the language within a limited vocabulary range. This specially applies to itinerant teachers who do nothing but teach the language in different schools.

In talking to teachers involved in the language program it became apparent that a significant number of them were not quite sure what fundamental-skills (or "audio-lingual") meant. Most of them believed that this new approach meant only emphasis on audio-oral skills. Several teachers commented on the necessity of another approach for a second or third level of the foreign language.

Separation of Native Speakers

The large numbers of students who are "native speakers" of Spanish presents a unique scheduling problem in South Texas. Should these students be in the same class with students who have had very little or no training in Spanish? This is a problem only in Spanish classes since no other ethnic group is large enough to be considered in this respect. Of the fourteen districts studied, it was found that no separation takes place at the elementary school level. Only two districts separated native from non-native speakers at the junior high level. At the senior

high level, seven districts separated both groups in the first two levels of foreign language teaching. Six districts allowed no separation. One district separated the students at the first level only.

Teaching Personnel

One of the purposes of this study was to determine the qualifications of the present teaching staff in foreign languages with regard to the fourteen school districts of South Texas visited. Qualifications were based on: (1) academic training in languages; (2) other educational experiences relating to foreign languages, such as NDEA institutes, travel and residence in foreign countries, foreign schools attended, etc.; (3) ability to use the language. Most of the information was acquired from personnel offices, interviews with principals, interviews with foreign language coordinators and/or curriculum directors, and visits to language teachers themselves.

Elementary School

The number of elementary teachers found to be connected with the elementary Spanish program was close to 600. Forty-three teachers were Spanish majors. Two teachers had attended NDEA foreign language institutes. Four had taken in college methods courses in teaching foreign languages. Approximately 450 teachers were native speakers. All of the teachers had traveled to Mexico. One teacher was a Fulbright Scholar.

TABLE 5

FOREIGN LANGUAGE TRAINING OF ELEMENTARY FOREIGN LANGUAGE TEACHERS

Dist.	Number of Teachers	Masters Degree	Spanish		N.D.E.A. Institute	Native Speakers
			Major	Minor		
A	2	0	1		0	1
B	5	0	5		1	5
C	3	0	2	1	1	3
D	5*	0	2		0	2
E	195**					100#
F	16	0	3	5	0	16
G	365**	15	25		0	330#
H	5	0	5		0	4

*Itinerant teacher of foreign languages
**Self-contained classrooms
#Estimated

TABLE 6

FOREIGN LANGUAGE TRAINING OF
JUNIOR HIGH FOREIGN LANGUAGE
TEACHERS

District	Number of Teachers	Masters	Spanish		N.D.E.A. Institute	Native Speakers
			Majors	Minors		
A	2	0	2	0	1	1
B	2	0	2	0	0	2
C	2	0	1	1	1	1
D	4	0	1	2	0	1
E	16	0	15	1	1	12
F	2	1	2	0	0	2
G	10	2	10	0	0	10
H	1*	0	1	0	0	1
I	1	0	1	0	0	1
J	3	2	3	0	3	3
K	8	1	8	0	1	8
L	2	0	2	0	0	2
Total 12	53	6	48	4	7	44

*Itinerant

It should be noted that in almost all instances these teachers are regular elementary teachers assigned to self-contained classrooms, and that their primary responsibility is to teach all of the other subjects in the elementary school curriculum. Only teachers of Spanish are considered since this is the only language taught in the elementary school.

Junior High School

Spanish is also the only language taught at the junior high level in the fourteen districts visited. Fifty-three teachers were found to be connected with the junior high foreign language program. Six teachers have either an M.Ed. or they have obtained an M.A. in Spanish. Forty-eight teachers in all were Spanish majors. All teachers were at least Spanish minors. Seven teachers had attended NDEA foreign language institutes. Eight teachers had taken methods courses in college. Forty-four were native speakers. Thirty-two had traveled at least to Mexico.

Senior High School

Foreign language teachers at the senior high school level teach Spanish, French, Latin, German, and Russian. A total of 104 teachers were found to be connected with the high school foreign language program.

Spanish.—Eighty-four teachers are involved in the Spanish program. Thirty-one of these teachers hold a Master's

TABLE 7

FOREIGN LANGUAGE TRAINING OF HIGH SCHOOL FOREIGN LANGUAGE TEACHERS

District	Number of Teachers	Masters	Majors in Language	N.D.E.A Institute	Native Speakers
A	3	2	3	1	2*
B	6	1	6	2	2
C	8	2	8	3	5
D	9	3	9	3	4
E	31	8	30	8	14*
F	5	4	5	1	2
G	12	5	10	3	9*
H	2	1	2	1	1
I	5	2	4	1	2
J	5	1	5	2	3*
K	2	0	2	2	2
L	8	2	8	2	4
M	4	4	4	1	1
N	4	2	8	2	2
Total	104	37	99	32	53

*All Spanish teachers are native speakers.

degree. Twenty-seven have attended an NDEA Spanish institute. Forty-nine are native speakers. All of them have traveled to Mexico.

French.—Ten teachers are involved in the French program. Five of these teachers hold a Master's degree. Four have attended an NDEA French institute. Three are native speakers.

Latin.—Eight teachers are involved in the Latin program. None of these teachers holds a Master's degree in Latin. It was not ascertained how many of these eight teachers held an M.Ed. None has gone to an NDEA institute.

German.—One teacher is involved in the German program. This teacher holds a Master's degree and has attended an NDEA German institute.

Russian.—One teacher is involved in the Russian program. This teacher has a major in the language but has not attended an NDEA Russian institute.

Material and Equipment

In general, school district personnel felt at the three levels of foreign language teaching that there was an adequate supply of filmstrips, recordings, and realia emphasizing the cultural aspects of the foreign language. Tape recorders and overhead projectors were observed to be readily

available. This study was not able to ascertain the degree to which teachers made use of these materials.

Materials, however, designed for the native speaker were almost non-existent. An insignificant number of books written in Spanish was found in school libraries of all districts visited. Remedial instructional materials for correcting phonological and syntactical deficiencies of the Spanish speaking child reared in the Southwest are not available either to students or teachers.

Language Laboratory

One school district reported having seven language laboratores in the elementary schools. Of the fourteen districts visited, ten have acquired one or more language laboratories. In the actual planning of the laboratory there seems to have been little cooperative effort with teachers in eight out of ten cases. In only four out of ten instances was the basic literature in the field of foreign languages studied. Teachers were generally provided with in-service training briefly by representatives of the manufacturers, and only once. In one instance the chairman of the department has taken upon himself to instruct new teachers in the operation of the laboratory. In only two instances were teachers provided with in-service training in the use of materials and techniques. In no case were they taught how to prepare local materials.

In only three cases out of ten was the question of the laboratory administration raised. Three districts had a repair contract provided. No district subscribed to a plan of preventive maintenance. In eight out of ten districts the language laboratory was bought as a device to give students more oral-audio practice instead of being envisioned in the light of the fundamental-skills method and as a means to implement it.

Only one language laboratory was found to have recording decks in all student stations. Almost all of the laboratories have thirty student stations. The teacher's console has from two to four decks. All laboratories seem to have adequate storage facilities for materials and accessories.

In fifty per cent of the instances the chairman of the department acts as laboratory director. In no district is attendance in the laboratory mandatory. Departments usually have a master schedule for laboratory attendance which is quite flexible and varied in nature.

Comments and Recommendations

Because of the geographical position of South Texas as a link between Latin America and the United States, the educational institutions in this region have an inherent responsibility to develop an exemplary foreign language program. Perhaps the greatest asset of the foreign language

program in South Texas is its teaching staff. This study indicates that ninety per cent of the foreign language teachers at the junior high level are majors in their field, and sixty-four per cent are native speakers. In senior high schools, thirty-five per cent of foreign language teachers hold a Master's degree, thirty-seven per cent of all Spanish teachers hold a Master's degree, and all foreign language teachers are majors in the language they teach. Finally, fifty-nine per cent of all Spanish teachers in high school are native speakers. It is seldom that a group of teachers with these qualifications can be found in any region of the United States.

In the light of this study, four basic needs have become apparent in South Texas if an excellent foreign language program is to be achieved: (1) the need for a more carefully articulated program, (2) the need for a clear idea of what the fundamental-skills method is, (3) the need for more careful planning in the purchase and use of language laboratories, and (4) the need for development of materials suitable for native speakers.

Articulation

It is essential that the foreign language program be considered by administrators, supervisors, and all teachers concerned as one continuum with different levels of achievement, and not as several different programs: one at the elementary level, another at the junior high level, a third

at the high school level, and a fourth at the college level. A well articulated program must have unity as its essential feature. Articulation within a level of instruction is of very little value if the sequence is broken at the next level of instruction.

It is also essential to a well-articulated foreign language program for every instructor to realize that good foreign language learning can and does take place at all levels. Administrators and supervisors should emphasize the cumulative character of the process of developing a new language habit. No instructor at any particular level is _per se_ more important than any previous or subsequent instructor.

No articulation can exist unless there is an open and frequent dialogue among the four different levels of foreign language teaching. The foundation for this dialogue should be found in the mutual understanding, and interest in what other teachers are doing at different levels. Departmental meetings are an excellent medium to encourage exchange of ideas and experiences among teachers of the same level. The concept of dialogue, however, requires joint participation of teachers at all levels. District-wide meetings, in-service training sessions, and regional meetings with elementary, intermediate, secondary, and college instructors should be encouraged. It must be realized that any foreign language teaching level that is

isolated from the others becomes the weakest link of the teaching continuum and endangers the whole program.

Although no single factor is in itself sufficient to articulate aims, methods, and curriculum structure of a foreign language program it is proposed, from a practical standpoint, that a basic textbook series encompassing several grade levels be adopted as the foundation of a well-integrated program. A series such as that published by Harcourt-Brace or Holt-Rinehart could be adopted on a district-wide basis as the basic textbook from grades seven to twelve.

It was observed that several districts used textbooks quite different in their philosophical orientation and methodology. This practice should be discouraged. It is felt that no articulation can exist when the same school district uses books which are gramatically and fundamental-skills oriented.

A foreign language consultant is essential as the key person in a well-articulated foreign language program. A program of this nature can become so complex that one person, not just the curriculum director for the district, must be in charge of overall planning. It is greatly desired that such a consultant not only be given the responsibility of articulating the program but, within the administrative structure of the district, be given the authority as well.

Nature of the Fundamental-skills Approach

It was observed that many teachers did not have a

clear idea of the nature of the fundamental-skills approach. Several districts used this method for non-native speakers and a traditional approach for native speakers. The reasoning behind this type of differentiation in methodology is that native speakers have already gone beyond the audio-lingual stage. Several teachers did not see how grammar can be taught outside of the grammar method.

It is felt that in-service training sessions for all teachers in the district under a visiting consultant or the district's foreign language supervisor would clarify some basic ideas on the nature of the fundamental-skills approach. The following points seem somewhat obscure in the minds of numerous teachers observed and interviewed: (1) the nature of language learning as habit formation rather than acquisition of facts, (2) the role and nature of grammar in foreign language learning, (3) the importance and feasibility of the concept of overlearning, (4) best methods to present structure drills.

Language Laboratories

The use of the language laboratory seems to be a definite weakness in all districts visited. There seems to be little cooperative effort between administrators and teachers in the planning of the laboratory. In few cases the basic literature in the field of teaching-through-laboratory was studied. There was very little in-service training in the use of materials. Repair work contracts were provided

in only three instances. No preventive maintenance contracts were initiated. Little attention was paid, in general, to the question of administration of the laboratory. Attendance was not mandatory in districts visited.

The language laboratory is a very expensive educational tool. It is felt that not enough care in the purchase, administration, and use of the language laboratory has been shown. It is highly recommended that (1) in-service training sessions be available for instruction in the dynamics and operation of the laboratory, (2) a service contract with a nearby electronic firm be made a part of the annual school budget, (3) under no circumstances should the language laboratory be used by any instructor as a regular classroom site, (4) if at all possible, the language laboratory should be opened either after school hours or during school hours while not in use, and be available for student practice under the direction of a school monitor, and (5) that teachers be trained in the actual preparation of drills to supplement those found in the textbooks.

Materials for Native Speakers

The relatively great number of native speakers taking Spanish classes in the public schools of South Texas demands greater understanding of the problems encountered by these students. These children, although speakers of Spanish, do present in their language use regional dialectical characteristics common to all the Southwest.

A review of existing textbooks and workbooks indicates that very few materials are available for this type of student. The Spanish speaking child reared in the Southwest must correct certain phonological and syntactical structures not accepted by the prevailing middle class, or the educated Spanish speaker. There is a pressing need for workbooks, tapes, and collateral readings. It is felt that it is the role of the Spanish teacher in the Southwest to improvise and locally prepare materials for native speakers. It is the role also of institutions of higher education in the region to exercise effective leadership in this respect. Failure to develop these materials will make it almost impossible for these children to break away from language habits acceptable only in South Texas or in the southwestern region of the United States. Although it is generally acknowledged that no dialectical form of a language is "better" than another, nevertheless, it is the aim of any good foreign language program to teach the dialectical forms of the educated middle class of that language. Only then can students of the Southwest reach optimum fulfillment of their contemporary bilingual needs in the United States.

APPENDIX

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School District

Program	Elementary	Intermediate	High School
1. What FL?			
2. Where are FL offered? -# of schools -Which offer FL			
3. How were FL chosen? -Community interest -Teacher available -Other			
4. How are FL scheduled? -Sessions/minutes -Any subject eliminated because of FL -Other			
5. How large FL classes?	20-30 30+ -20	20-30 30+ -20	20-30 30+ -20
6. Prerequisites -Available to all -Top reading class -Other			
7. How are particular schools chosen for FL? -Administration -Faculty -Parents -Other			

Program	Elementary	Intermediate	High School
8. Is assurance given of no interruption of program for at least <u>two</u> years?			
9. Articulation -Aims and methods			
-From "feeder" to "fed" schools			
-Is "intermediate "gap" avoided			
-Who is responsible and has authority for articulation			
10. Teaching Methods -Audio-lingual -Grammar -Eclectic			
11. Textbooks	SEE ATTACHED SHEET		
12. Achievement -Standardized test			
-Pismeleur			
Teaching Personnel	Elementary	Intermediate	High School
13. Teaching FL -Number of teachers -M.A. or M.Ed. -Majors -Minors -Methods courses -NDEA Institutes			

Teaching Personnel	Elementary	Intermediate	High School
14. Other educational experiences -Native speaker -Travel -Government service			
15. Proficiency -MLA proficiency tests used prior to hiring -Any other device to measure proficiency			
Materials - Equipment	**Elementary**	**Intermediate**	**High School**
16. Use of AV equipment -Tape recorder available -Are they utilized -Who prepares tapes -Overhead projector -What transparency -Filmstrips -Realia -Records -16mm.			
Federal Projects	**Elementary**	**Intermediate**	**High School**
17. What projects have been submitted? -Under NDEA, Title III -Under El. and Sec. Education Act, Title I			

Language Laboratory	High School
18. The planning of the language laboratory -Cooperative effort in the planning -Basic literature in field of FL teaching studied -Teachers provided with in-service training -in operation of equipment -in use of materials and techniques -in preparation of local materials -Were several language labs visited in action -Was question of lab administration raised -Was repair work contract provided -Was plan of preventive maintenance provided	
19. Was language lab envisioned in the light of the AL method and as means to implement it, or was it bought as a device to give students some oral-audio practice?	
20. What type of laboratory is it? -Can students' booths record -How many booths -How many decks in teacher console -Storage facilities for materials and accessories	
21. Language laboratory administration -Who acts as lab director -Is attendance mandatory -How are classes scheduled	

ELEMENTARY

Lang.	Level	Kind	Author	Title	Publisher	Good?

INTERMEDIATE

Lang.	Level	Kind	Author	Title	Publisher	Good?

HIGH SCHOOL

Lang.	Level	Kind	Author	Title	Publisher	Good?